

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup>:

### Topock Elementary School

Topock Elementary District  
5083 Tule Drive, Topock, AZ 86436-0370  
Mailing Address: P.O. Box 370, Topock, AZ 86436-0370

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mr. Brett M. Agenbroad

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: [TopockA@netscape.net](mailto:TopockA@netscape.net)

Grades: K-8

2002 Enrollment: 161

Phone: (928) 768-3344

Fax: (928) 768-9253

## ▼ School Overview ▼

### Mission

Mission: Schools are for children. Schools belong to the community. Schools are people developers. The mission of the District is to provide comprehensive, Success-oriented learning activities for students. These opportunities must be designed to develop the student's potential in the areas of academic ability, vocational awareness, cultural appreciation, physical well-being, social development, and community contribution.

### Organization and Philosophy

- w Friendly
- w Professional
- w Student Centered

### School/Academic Goals

- w To provide a curriculum that is closely aligned with the Arizona state standards.  
And provide repeated exposure to and instruction in the skills needed to master the performance objectives.
- w To teach, reinforce and familiarize students with the use of the Six Trait Writing Rubric across the curriculum.
- w To instill a love of and mastery in reading.
- w Develop higher-order thinking skills such as questioning strategies, content analysis.

### Instructional Programs

- w Full-day Kindergarten
- w Integrated Curriculum/Instruction

### Enrollment

October 1, 2001 School Year Student Enrollment:	144
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	8

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

NDS = No Data Submitted    NR = No Response    NA = Not Applicable    ISD = Insufficient Data to Calculate Rate

## ▽ School Site Council ▽

### Council Composition

0 School Administrator(s)  
 0 Non-certified Employee(s)  
 0 Teacher(s)  
 0 Parent(s)  
 0 Community Member(s)  
 0 Student(s)

### Council Duties

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	0.00	Teacher	0.00
Other Professional Staff	0.00	Teacher Aide	0.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

## ▽ Shared Responsibilities ▽

### School

We have the responsibility to provide quality educational opportunities which adhere to the state standards. We comply with a parent's right to know legislation. We strive to provide a safe and drug-free campus.

### Parents

Parents are responsible to have their students present at school, prepared and on time. It is the responsibility of parents to foster an attitude that appreciates the importance of education.

## ▽ Transportation Policy ▽

Topock Elementary District #12 transports children that live beyond a one-mile radius of the school.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	178	<b>First Day of School:</b>	7/29/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/29/03
<b>Operates on Year-round Schedule</b>			

### Report Card Release Dates

10/4/02	12/20/02	3/7/03	5/29/03
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## Additional Calendar/Report Card Information

## ▽ Resources Available at School Site ▽

### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

### Special Facilities

W Library	W Computer lab
W Gym	

### Extracurricular Activities

W Drama Club	W Volleyball
W Cross-Country	W Wrestling
W Girls/Boys Basketball	W Track
W Student Council	

### School/Community Resources

W Havasu National Wildlife Refuge	W Colorado River
W Cans for schools South Point Generating	W VFW
W Chamber of Commerce	W Mohave Generating station
W Golden Shores library	W WalMart

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>w The districts AIMS scores rose significantly in third and fifth grades in 2001-02 over the previous two years.</p> | <p>w We aligned our curriculum to the Arizona State standards.</p> |
| <p>w Stanford 9 scores dramatically improved over the three prior years.</p>  | <p>w One of our teachers was awarded the Silver Apple Award.</p>   |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	95.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	22.4 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	0.0 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	15.1 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.8 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.3 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Silver Apple Award	2002
Silver Apple Award	1998
State Champion Track	2002
State Champion Gymnastics	2002

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

		Number Tested	MS	FFB	A	M	E
<b>Grade 3</b>							
<b>Reading</b>	<b>School</b>	<b>13</b>	<b>534</b>	<b>0%</b>	<b>8%</b>	<b>46%</b>	<b>46%</b>
	<b>State</b>	58840	524	9%	17%	45%	29%
<b>Writing</b>	<b>School</b>	<b>13</b>	<b>545</b>	<b>0%</b>	<b>0%</b>	<b>92%</b>	<b>8%</b>
	<b>State</b>	57282	541	10%	12%	63%	16%
<b>Mathematics</b>	<b>School</b>	<b>13</b>	<b>512</b>	<b>0%</b>	<b>54%</b>	<b>23%</b>	<b>23%</b>
	<b>State</b>	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.  
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

<b>Reading</b>	<b>School</b>	<b>16</b>	<b>507</b>	<b>6%</b>	<b>25%</b>	<b>62%</b>	<b>6%</b>
	<b>State</b>	61305	505	21%	20%	43%	15%
<b>Writing</b>	<b>School</b>	<b>15</b>	<b>541</b>	<b>13%</b>	<b>7%</b>	<b>53%</b>	<b>27%</b>
	<b>State</b>	59599	512	17%	26%	42%	16%
<b>Mathematics</b>	<b>School</b>	<b>16</b>	<b>504</b>	<b>6%</b>	<b>31%</b>	<b>25%</b>	<b>38%</b>
	<b>State</b>	61760	494	14%	40%	12%	34%

#### Grade 8

<b>Reading</b>	<b>School</b>	<b>21</b>	<b>491</b>	<b>43%</b>	<b>24%</b>	<b>19%</b>	<b>14%</b>
	<b>State</b>	57484	504	24%	20%	40%	16%
<b>Writing</b>	<b>School</b>	<b>21</b>	<b>476</b>	<b>14%</b>	<b>71%</b>	<b>14%</b>	<b>0%</b>
	<b>State</b>	55420	493	15%	42%	41%	2%
<b>Mathematics</b>	<b>School</b>	<b>17</b>	<b>437</b>	<b>59%</b>	<b>35%</b>	<b>6%</b>	<b>0%</b>
	<b>State</b>	57734	459	39%	40%	14%	7%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	100	64	60	--	--	--
2	Reading	--	--	--	94	65	50	100	44	52	100	59	53	100	57	57
	Language	--	--	--	94	45	40	100	49	43	100	52	44	100	54	48
	Mathematics	--	--	--	94	55	51	100	58	55	100	56	57	100	54	61
3	Reading	100	38	47	100	33	47	100	48	48	100	48	50	100	47	50
	Language	100	31	49	100	33	51	100	47	54	100	46	56	100	50	57
	Mathematics	100	27	46	100	27	49	100	37	52	100	41	54	100	32	56
4	Reading	100	49	53	89	53	54	100	29	54	88	71	55	69	63	55
	Language	100	53	47	89	52	49	100	35	48	88	63	50	69	62	50
	Mathematics	100	57	51	89	46	54	100	38	55	88	70	57	81	75	58
5	Reading	100	24	51	74	46	51	100	37	51	93	30	51	94	68	53
	Language	100	10	42	79	25	44	100	34	45	93	25	45	94	58	47
	Mathematics	100	27	51	79	41	54	100	31	55	100	25	57	94	62	59
6	Reading	100	56	53	86	65	54	99	52	53	90	43	54	67	45	56
	Language	100	42	41	90	43	44	94	43	44	90	33	45	89	33	47
	Mathematics	100	41	57	90	44	59	82	61	60	90	47	63	89	44	65
7	Reading	100	29	52	88	42	53	90	42	52	91	41	53	78	46	55
	Language	100	23	52	88	46	54	85	44	54	91	42	55	78	64	58
	Mathematics	100	27	53	88	45	55	95	43	56	96	51	58	74	47	60
8	Reading	100	29	54	93	39	54	100	45	53	95	55	55	86	51	56
	Language	93	20	46	93	23	49	100	35	49	95	37	50	86	44	52
	Mathematics	100	26	52	93	34	54	100	38	56	95	45	58	71	47	59

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	*	36
<b>Grades 3-4</b>	100	100
<b>Grades 4-5</b>	70	40
<b>Grades 5-6</b>	*	92
<b>Grades 6-7</b>	71	64
<b>Grades 7-8</b>	100	70

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

The district has a Disaster plan in place. We sponsor the DARE program on campus. We have a Tobacco/Drug prevention curriculum in grades K-8. We enforce a zero tolerance policy for threats and violence.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

3

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▼ Contacts ▼

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	NDS		
<b>Transportation Policy</b>	Mr. Muston	(928) 768-3344	
<b>Community Resources</b>	NDS		
<b>School Nutrition Programs</b>	Mrs. Anderson	(928) 768-3344	
<b>Parent Organization</b>	NDS		
<b>Student Health/Nurse</b>	Mrs. Villamor	(928) 768-3344	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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